

DOCUMENT RESUME

ED 151 090

PS 009 805

AUTHOR Sparling, Joseph J.
TITLE Parent Education Materials: What's Needed?
PUB DATE Mar 78
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978) ; Research reported on was supported by Parents Magazine Enterprises, Inc., N.Y. and Northwest Child development Council, Inc., N.C.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS *Child Development; Early Childhood Education; *Instructional Materials; *Media Selection; *Needs Assessment; *Parent Education; Parenthood Education; Reference Materials; Surveys

ABSTRACT

This paper presents a survey of consumer needs for various types of parent education curriculum materials. The paper suggests that needs assessment should be an important part of any curriculum development process. The survey addressed four questions: (1) current sources of information about children, (2) desirable content for new materials, (3) preferred media, and (4) possible uses of new materials. Nine sites representing diverse geographic areas were chosen for the study. The survey was administered to instructors and students in junior high, senior high, and community college classes in early childhood or parenthood education, as well as to day care staff, administrators, and parents through interviews, group discussions, and questionnaires. Results suggested that printed materials would be preferred by administrators; printed materials supplemented by audio-visual aids would be useful for teachers, parents and students; and person-oriented approaches would also enhance material for parents and students. The survey indicated a desire for information about child development as well as for ideas for skills to use in working with children. Requested media included books, educational movies, loose-leaf notebooks and audio-visual filmstrips. Results also indicated that these materials would be used most frequently by teachers and caregivers as a reference source for working with students, children and parents. (BD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Parent Education Materials: What's Needed?

Joseph J. Sparling

Frank Porter Graham Child Development Center

University of North Carolina at Chapel Hill

ED151090

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Joseph J. Sparling

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

Running Head: Parent Education

Printed in U.S.A.

PS 009805

Paper presented at the Annual Meeting of the American Educational Research Association, March 1978, Toronto, Ontario.

This research was supported in part by a grant from Parents' Magazine Enterprises, Inc., New York, New York, and the Northwest Child Development Council, Inc., Winston-Salem, North Carolina.

Abstract

This study sought to clarify consumer needs as a part of the parent education curriculum development process. In nine geographically dispersed sites 28 interviews, two group discussions and over 2000 questionnaires were collected from administrators, teachers, students and parents. Three information-use styles: print-oriented, print plus A-V, and person-oriented were seen to be respectively characteristic of the administrator, teacher, and parent/student groups. Other group differences related to the importance given to content topics, while there was unanimity of opinion among the groups over the importance of parent skill in helping children develop positive self-esteem. Books and movies were the most desired media for new parent education materials, and survey respondents expected these to be used most often for teacher reference and other classroom functions.

Parent Education Materials: What's Needed?

Needs are one of the well accepted bases for curriculum development (Ainsworth, 1976). But only recently has there been widespread awareness that a program of services or curriculum development should begin with a thorough needs-assessment (Patterson & Czajkowski, 1976; Popham, 1972) and should proceed as an interactive process. Often, curriculum developers have simply assumed or divined a knowledge of client or consumer needs, but more and more that knowledge is coming from an empirical base.

Objectives

This study sought to clarify consumer needs as a part of the parent education curriculum development process. The following questions were among those addressed:

1. What sources are people currently using for information about children?
2. What content do people feel would be important and helpful to them in new materials?
3. What media would users find most attractive for various contents?
4. How would new materials most likely be used?

Subjects and Procedures

One large city and one small city (50 K population was the dividing point) in each of the four major geographic regions of the county were chosen. These eight sites were randomly selected

from the almost 150 cities in the Handicapped Childrens' Early Education Program with which the Frank Porter Graham Center is affiliated. By sampling from this network the researchers were guaranteed a local contact person in each site. The network itself was considered to be an adequate base from which to sample since the funding practices purposefully created a wide geographic distribution. Rural Appalachian North Carolina was chosen as a ninth site.

The five major populations sampled were administrators, day care staff, instructors, and parents. Working definitions of these groups are the following:

Students: people enrolled in junior high, senior high or community college courses related to "preparation for parenthood" or "early childhood,"

Instructors: teachers for any of the courses listed above,

Parents: parents taking a parenthood or child development course or having a child enrolled in day care, home visit or similar programs,

Day care staff: caregivers in preschool day care programs,

Administrators: individuals in leadership roles in any of the above programs; e.g., principals, day care directors, supervisors, department heads, consultants, etc.

By consulting directories and agencies a local contact at each site collected identifying information on as many as possible of the existing programs in the above definitions. Data were then

collected in the fall of 1976 through the direct delivery and pickup of questionnaires by a field worker. In the small cities, questionnaires were distributed to all programs (including schools, day care centers, adult education courses, etc.). Typically, instructors allowed students to complete the questionnaires in class and day care centers sent copies home to parents through children. The decision to collect data only from parents affiliated with some program rather than parents in general was based on the pragmatic difficulty of identifying and locating unaffiliated parents. Furthermore, the curriculum development researchers felt they should aim first at the modest goal of designing materials which would be channeled through agencies and existing programs to parents — the same parents sampled here.

In the large cities, schools, day care centers, home visitor programs, etc., were randomly selected from the compiled lists. An effort was made to see that at least half the day care centers selected included infant care among their services. In one city, data collection was allowed from public school teachers but not from students. In another, data collection was disallowed for both groups. Since the timeline of the needs assessment project did not allow for changing sites, in these two locations additional efforts were made to obtain student and teacher samples from parochial schools and community colleges in the central city while moving out into the greater metropolitan area to collect from public high schools. (The data were analyzed and examined by region and no difference

could be attributed to this variation in sampling procedure.)

To increase the numbers of respondents in the administrator and instructor categories, questionnaires were mailed randomly to selected community colleges in the states having one of the eight data collection sites and to schools which had used the Exploring Childhood program in the previous year. The questionnaire was also published in the national newsletter of the FPG Center and was mailed to individuals who had written to the Center requesting information or materials on parent education or infant curriculum.

The diversity of audiences required the instrumentation to be likewise varied. A total of eight forms of the basic questionnaire were produced, each taking into account the needs and potential of a different part of the population. (A sample form is included as an Appendix.) A basic core of questions was asked on all forms of the questionnaire, with questions unique to a particular population limited to that population's questionnaire form. This allowed for the greatest possible amount of comparison while still gaining unique information from particular groups. A single interview protocol was used with all interview subjects since this was a far more homogeneous group. All interviewees were drawn from the administrator and teacher populations. Twenty-eight one-hour individual interviews and two group discussions were recorded; over 2000 questionnaires were collected. The sample was 84.6% female, 8.4% male; 25.9% black, 61.6 white, and 12.5% unspecified or other race. (By comparison, the racial distribution of the 1970 U.S.

Census figures for the general population is 11.1% black, 87.5% white and 1.4% other.)

Results and Conclusions¹

Currently-used Information Sources

Of all the groups surveyed, parent education instructors see themselves as the most frequent users of information sources (see Table 1). Within the total sample, three general information-use

Insert Table 1 about here

styles can be identified: 1) a parent and student style which leans heavily on human resources (such as doctors, friends and family) but includes print and audio-visual; 2) a style used by instructors which combines print with audio-visual sources; and 3) a print-oriented style for people in leadership positions and for day care staff. *Therefore, print media may be completely appropriate for new materials targeted toward leaders, but current use suggests that a combination of print and audio-visual media are needed to adequately serve instructors, parents or students. In addition, information for parents and students frequently will need mediation through known and trusted individuals.*

Desired Content for New Materials

The overwhelming majority (81%) of people surveyed are looking for both facts about children and skills to use with children. *Therefore, new parent education products should be comprehensive,*

providing not only an information base but also specific skills and techniques which are the natural outgrowth of information.

Topics of factual information that are important and needed are seen from two differing perspectives. Students, parents, day care staff, and instructors (implementers) more frequently say information on physical well-being and independence are very important, with information on talking and developmental milestones not far behind. By contrast, administrators (leaders) more frequently say information on developmental milestones and talking are very important, with physical well-being in a secondary position (see Table 2). The

Insert Table 2 about here

first set of priorities may be characterized as a physical/social emphasis, while the second could be characterized as a cognitive/developmental emphasis. Therefore, in designing new information, it will be important to remember the difference in the expressed needs of these two groups. The leadership individuals (who typically make many of the decisions on local programs and purchase of new materials) will be seeking information on topics such as developmental milestones. Cognitive/developmental information in new parent education materials may be the attention-catching feature for the leaders, but if this can be combined with information covering the physical/social orientation, administrators indirectly may be helped to meet the basic needs of the "rank and file" -- needs of which the leaders may have a lower awareness.

There is striking unanimity of opinion over which parent skill is most important. Skill in helping children develop a positive self-concept is the most frequent choice of every group surveyed. Skills in helping children develop socially, intellectually and creatively are typically seen in the next broad echelon of importance. Skills in using rewards or positive reinforcement is given noticeably less importance as can be seen in its seventh place ranking in Table 3.

Insert Table 3 about here

Interviews seem to suggest that the word "rewards" may have evoked the idea of "awards" or perhaps bribes. For example, a parent education teacher in San Francisco said:

Most of the parents I come in contact with view giving rewards as bribing children and would like to get away from that Very few of them see positive social reinforcement as rewards. That is, just plain words of approval or a smile or a pat on the back. This is also a reward, but very young parents don't see it that way until you've pointed it out to them.

Therefore, new parent education materials may be received well if they help people become more skillful first in supporting the emotional development of children, and second in supporting the social/intellectual/creative development of children. Materials putting positive reinforcement in prominent position may receive less ready acceptance.

In a final parent education content question, respondents were asked to rate the importance of educational activities for young children. Large numbers see educational activities for children of all preschool ages as very important (see Table 4). Implementers

Insert Table 4 about here

more frequently place importance on activities for children three years of age and older. Leaders more often say that activities for children under three are very important (and greatly needed). A interview comment from a children's hospital day care center director is typical:

Infants and toddlers are always neglected because no one feels comfortable with their knowledge in this. It's hard to find anyone trained or experienced in this young . . . of course, it's a new field . . . before, oh, they're just babies, let them stay at home. You don't have to do anything with them 'til they're in nursery school at the earliest. Now, of course, the whole trend is changing to infancy . . .

It can be concluded that educational activities at all preschool age levels may be appropriately included in the content of new parent education materials. Activities for children younger than three may be particularly attractive to administrators or leaders, the typical reviewers of new materials for possible adoption.

Desired Media for New Materials

Media questions were not asked of the student or parent groups since the format of this question was judged to be too complex. For the remaining professional groups a consensus appears to exist on the preferred media for presenting factual topics and skill topics. The top media choices for both these areas of content are, in order of preference: books, educational movies, loose-leaf notebooks and audio filmstrips -- with books and movies as rather clear favorites (see Table 5).

Insert Table 5 about here

Less consensus is expressed in the first choices of media for children's educational activities. The most frequent first choice is still books for day care staff, but the most frequent choice is shifted to educational movies for instructors and to loose-leaf notebooks for administrators. Another open-ended medium, card file, received from 15 to 17% of first choice nominations in each population. *Curriculum developers may expect professional audiences to be receptive to new parent education materials on information topics and skill topics if these are presented through the preferred media of books and movies (or alternatively through loose-leaf notebooks and audio filmstrips). New parent education materials containing children's educational activities will be attractive to professional users if the format allows the materials to be seen*

as an open-ended, flexible resource rather than a fixed and finished product. The interview comments of an early childhood specialist further suggests that curriculum developers should not limit their attention to individual items but should provide coordination among items perhaps using the concept of a media package:

Good films should be available to go along with new materials that are developed along the line of pamphlets and loose-leaf materials and so on, and they need to be related to each other. Right now I see a disparity between them. There is a film here and a bunch of pamphlets over there and they do not fit, in terms of general objectives and goals that might be part of a package And it is confusing both to the parents and to the parent educator to attempt to organize this material and put it in a format that all fits together.

Proposed Uses for New Materials

As shown in Table 6, professionals see new materials being used as a reference source for teachers as well as being used in classroom functions such as group discussions. Not surprisingly, instructors also frequently say materials are likely to be used for student reference, and day care staff additionally say that materials are likely to be used for parent reference. *These data*

Insert Table 6 about here

support a curriculum development strategy which has the classroom

and the day care center in mind as two major locations of use for new parent education materials. Teachers and caregivers would be the primary audience on this strategy through which a secondary audience -- students, children and parents -- would be reached. (The present needs assessment survey does not bear on the important option of direct delivery to parents.)

As a final analysis, the use data were cross-tabulated with the media data on the assumption the uses and media ought to be logically related. As can be seen in Table 7, people who choose

Insert Table 7 about here

group discussion as a primary use most frequently have movies in mind as a medium. People who choose teacher reference as the top use most frequently choose books, card files or loose-leaf notebooks as media. Thus, the very frequent expectation that materials will be used for teacher reference may partly explain the great popularity of print media in the earlier analyses.

Educational Significance

This study is providing guidance for current curriculum development work at the Frank Porter Graham Child Development Center. Its public dissemination may prove useful to others who are engaged in or considering work in the parent education field. The study led to an awareness of a need for a more fine-grained survey of the information needs of parents with children under three years of age. Such a survey has been initiated.

References

Ainsworth, C.S. Curricular aims and the analysis of needs-statements.

British Journal of Educational Studies, 1976, 24, 219-232.

Popham, J. An evaluation guidebook: A set of practical guidelines

for the education evaluator. Los Angeles: The Instructional

Objectives Exchange, 1972.

Patterson, J.L. and Czajkowski, T.J. District needs assessment: one

avenue to program improvement. Phi Delta Kappan, 1976, 58,

327-329.

Footnotes

Correspondence concerning this paper may be addressed to Joseph J. Sparling, FPG Child Development Center, Hwy 54 By-Pass West, University of North Carolina, Chapel Hill, N.C., 27514.

¹ *Italic print is used to separate the author's conclusions and interpretive comments from the survey results.*

Table 1

Respondents Frequently Using Various Information Sources

Sources	Respondent Groups				
	Students	Parents	Instructors	Day Care Staff	Administrators
	n= 1007	454	248	177	187
Books	33%	36%	90%	64%	83%
Friends/Family	46%	38%		48%	37%
Magazines			64%	34%	44%
Pamphlets				30%	46%
Television	25%	19%			
Educational Movies	24%		62% ^a		
Doctors		25%			
Filmstrips			61% ^a		
	<i>Use Style 1</i>	<i>Use Style 2</i>	<i>Use Style 3</i>		

Note. For simplicity, only the top four ratings for each group are reported. Since each item was rated independently columns do not add up to 100 on Tables 1-4.

^an=124 for these two items.

Table 2

Respondents Calling Information Topics "Very Important"

Information Topics	Respondent Groups				
	Students	Parents	Day Care Staff	Instructors	Administrators
Information Topics	n= 976	441	168	248	184
The Physical Well-Being of Children	91%	88%	85%	71%	64%
How Children Become Independent	64%	74%	72%	76%	66%
How Children Learn to Walk	64%	61%	71%	56%	71%
Developmental Milestones	46%	60%	71%	70%	73%
Specific Topics, such as Toilet Training	50%	52%	49%	37%	45%
<i>Physical/social emphasis</i>					<i>Cognitive/developmental emphasis</i>

Note. Topics are arranged on the table in general descending frequency of choice.

Table 3
 Respondents Calling Skill Topics "Very Important"

Skill Topics	Respondent Groups				
	Students	Parents	Day Care Staff	Instructors	Administrators
	n= 992	447	174	248	186
Helping children feel good about themselves (positive self-concept)	87%	93%	94%	92%	91%
Helping children learn to get along	86%	87%	83%	79%	71%
Helping children develop intellectually	76%	87%	76%	79%	84%
Helping children express themselves creatively	71%	85%	81%	79%	76%
Managing behavior (discipline)	78%	84%	74%	72%	72%
Setting examples (modeling)	68%	76%	79%	64%	69%
Using rewards with children (positive reinforcement)	38%	48%	48%	52%	63%

Note. Topics are arranged on the table in general descending frequency of choice.

Table 4
 Respondents Rating Educational
 Activities as "Very Important"

	Respondent Groups				
	Students	Parents	Day Care Staff	Instructors	Administrators
Educational Activities	n= 977	427	165	244	179
For children younger than three years	61%	70%	62%	71%	84%
For children three years and older	79%	86%	87%	78%	79%

Table 5

Respondents Nominating Various Media as "First Choice"

Media	Respondent Groups		
	Day Care Staff	Instructors	Administrators
	n= 161	237	174
For Presenting Factual Information Topics			
Books	41%	35%	23%
Educational Movies	14%	26%	19%
Loose-Leaf Notebook	12%	13%	20%
Sound Filmstrips		13%	
For Presenting Skill Topics			
Books	46%	32%	32%
Educational Movies	16%	29%	22%
Loose-Leaf Notebook	11%	14%	17%
Sound Filmstrips		12%	10%
For Presenting Educational Activities			
Books	32%	21%	18%
Educational Movies	13%	26%	19%
Loose-Leaf Notebook	14%	17%	23%
Card File	17%	17%	15%
Sound Filmstrips			11%

Note. For simplicity, percents lower than 10 are omitted. Media with all frequencies below 10% are not included on the table. With omitted entries, columns add to 100.

Table 6
 Respondents Nominating Various
 Uses of Materials as "First Choice"

Uses	Respondent Groups		
	Day Care Staff	Instruc- tors	Adminis- trators
Uses	n= 154	229	170
Teacher Reference Materials	41%	31%	56%
Group Discussions	28%	27%	24%
Student Reference Materials		32%	
Parent Reference Materials	14%		

Note. For simplicity, percents lower than 10 are omitted. Uses with all frequencies below 10% are not included in the table. With omitted entries, columns add to 100.

Table 7
 Cross-tabulation of
 First Choice Media by First Choice Use
 (Absolute Frequencies)

First Choice Media	First Choice Use					
	Wide Dissemin- ation	Group Discus- sion	Student's Reference	Teacher's Reference	Parent's Reference	Don't Know
Books	9	26	23	53	13	2
Card File	4	18	13	45	5	2
Charts or Posters	2	11	8	12	0	0
Loose-leaf Notebook	5	20	16	59	11	1
Educational Movies	7	41	20	36	8	4
Pamphlets	1	5	0	10	2	0
Sound Filmstrips	3	20	6	17	5	2
Television	5	3	3	6	4	0
Don't Know	2	2	1	2	1	1

N=577

Appendix

What New Materials Are Needed?

QUESTIONNAIRE FOR INSTRUCTORS OF "PREPARATION FOR PARENTHOOD" OR "EARLY CHILDHOOD" COURSES

GENERAL INSTRUCTIONS: Directions for answering questions appear in italics. The people who process this questionnaire will appreciate your following the directions carefully.

1. When I look for materials about children, I am primarily looking for: Please check (✓) only one.

- ☐ 1. facts about how children grow and develop
☐ 2. techniques and skills that are useful when working with children
☐ 3. both of these

2. Do you consult these sources for information about children? Please check only one response for each source.

BOOKS

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

DOCTORS

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

FRIENDS OR FAMILY

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

MAGAZINES

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

NEWSPAPERS

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

PAMPHLETS

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

RADIO

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

TELEVISION

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

EDUCATIONAL MOVIES

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

FILMSTRIPS

- ☐ 1. Frequently
☐ 2. Occasionally
☐ 3. Never
☐ 4. Don't know

OTHER (Please specify)

- ☐ 1. Frequently
☐ 2. Occasionally

3. Which one of these sources do you rely on the most for information about children? Please check only one.

- ☐ 1. Books
☐ 2. Doctors
☐ 3. Friends or family
☐ 4. Magazines
☐ 5. Newspapers
☐ 6. Pamphlets

- ☐ 7. Radio
☐ 8. Television
☐ 9. Educational movies
☐ 10. Filmstrips
☐ 11. Other (Please specify) _____
☐ 12. Don't know

This survey is being carried out by the Frank Porter Graham Child Development Center of the University of North Carolina. It is sponsored by Parents' Magazine Enterprises, Inc. The information gained will help us plan and produce new educational materials on parenthood and on young children.

We are interested in finding out what kinds of new or additional information, activities, and skills would be helpful to you in your profession.

Please check the response that best describes how important each item seems to you. Following each section, please evaluate how this type of information would best be presented.

4. (a) INFORMATION ON . . .	Very Important	Fairly Important	Not Important	Don't Know
developmental milestones	_____	_____	_____	_____
how children learn to talk	_____	_____	_____	_____
how children become independent	_____	_____	_____	_____
the physical well-being of children: health, safety, and nutrition	_____	_____	_____	_____
specific topics, such as toilet training	_____	_____	_____	_____
other Please specify _____	_____	_____	_____	_____

(b) How do you think information on child growth and development, as described in the items above, would best be presented? Please indicate your first, second, and third choices, leaving the other items blank.

- | | |
|------------------------------|-------------------------------------|
| _____ 1. Books | _____ 6. Pamphlets |
| _____ 2. Card File | _____ 7. Sound Filmstrips |
| _____ 3. Charts or Posters | _____ 8. Television |
| _____ 4. Loose-leaf Notebook | _____ 9. Other Please specify _____ |
| _____ 5. Educational Movies | _____ 10. Don't know |

5. (a) EDUCATIONAL ACTIVITIES TO USE WITH . . .	Very Important	Fairly Important	Not Important	Don't Know
children younger than 3 years	_____	_____	_____	_____
children 3 years and older	_____	_____	_____	_____

(b) How do you think educational activities, as described in the items above, would best be presented? Please indicate your first, second, and third choices, leaving the other items blank.

- | | |
|------------------------------|-------------------------------------|
| _____ 1. Books | _____ 6. Pamphlets |
| _____ 2. Card File | _____ 7. Sound Filmstrips |
| _____ 3. Charts or Posters | _____ 8. Television |
| _____ 4. Loose-leaf Notebook | _____ 9. Other Please specify _____ |
| _____ 5. Educational Movies | _____ 10. Don't know |

6. (a) HOW TO INCREASE YOUR SKILLS IN . . .	Very Important	Fairly Important	Not Important	Don't Know
helping children develop intellectually	_____	_____	_____	_____
managing children's behavior (discipline)	_____	_____	_____	_____
using your behavior to set examples for children (modeling)	_____	_____	_____	_____
using rewards with children (positive reinforcement)	_____	_____	_____	_____
helping children learn to get along with others	_____	_____	_____	_____
helping children express themselves creatively	_____	_____	_____	_____
helping children feel good about themselves (positive self-concept)	_____	_____	_____	_____
other Please specify _____	_____	_____	_____	_____

(b) How do you think materials to help you increase your skills, as described in the items above, would best be presented? Please indicate your first, second, and third choices, leaving the other items blank.

- | | |
|---|--|
| ☐ 1. Books | ☐ 6. Pamphlets |
| ☐ 2. Card File | ☐ 7. Sound Filmstrips |
| ☐ 3. Charts or Posters | ☐ 8. Television |
| ☐ 4. Loose-leaf Notebook | ☐ 9. Other Please specify _____ |
| ☐ 5. Educational Movies | ☐ 10. Don't know |

7. How do you think new materials are most likely to be used? Please indicate your first, second, and third choices, leaving the other items blank.

- ☐ 1. Wide dissemination to a general audience
- ☐ 2. Focus for a group discussion
- ☐ 3. Reference materials for students in a course
- ☐ 4. Reference materials for teachers and care-givers
- ☐ 5. Reference materials for parents
- ☐ 6. Other Please specify _____
- ☐ 7. Don't know

8. (a) What is the youngest age that you are interested in? Please check only one.

- | | |
|--|--|
| ☐ 1. Before birth | ☐ 7. Five |
| ☐ 2. Newborn | ☐ 8. Six |
| ☐ 3. One | ☐ 9. Seven |
| ☐ 4. Two | ☐ 10. Eight |
| ☐ 5. Three | ☐ 11. Nine or older |
| ☐ 6. Four | ☐ 12. Don't know |

(b) What is the oldest age you are interested in? Please check only one.

- | | |
|--|--|
| ☐ 1. Before birth | ☐ 7. Five |
| ☐ 2. Newborn | ☐ 8. Six |
| ☐ 3. One | ☐ 9. Seven |
| ☐ 4. Two | ☐ 10. Eight |
| ☐ 5. Three | ☐ 11. Nine or older |
| ☐ 6. Four | ☐ 12. Don't know |

9. What is the name of the school where you teach? _____

10. What is the city and state where you teach? _____

11. Please list the courses your department offers which are related to child care, child development, or preparation for parenthood. Please use an additional sheet if necessary.

_____	_____
_____	_____
_____	_____
_____	_____

12. Please list the titles and authors of the books on child care, child development or parenthood that you use in your courses. *Please use an additional sheet if necessary.*

13. What age group do you fall in?

☐ 1. Less than 20
☐ 2. 20-24
☐ 3. 25-29
☐ 4. 30-44
☐ 5. 45 and over

14. What is your sex?

☐ 1. Female
☐ 2. Male

15. How many years of education have you had?

☐ 1. Less than college degree
☐ 2. College degree
☐ 3. Graduate work

16. What is your race?

☐ 1. American Indian
☐ 2. Black
☐ 3. White
☐ 4. Other (Please specify)

THANK YOU FOR PARTICIPATING IN THIS RESEARCH !